



# ALL SAINTS' CEVCP SCHOOL

## SPECIAL EDUCATIONAL NEEDS ANNUAL REPORT 2017

### Introduction:

At All Saints' we welcome everybody into our school community. The staff, governors, pupils and parents work together to make All Saints' CEVCP School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this happen through the attention we pay to the different groups of children in our school, thus providing a learning environment that enables ALL pupils to make the greatest progress and achieve their full potential in a caring, supportive and fully inclusive environment.

We are committed to narrowing the gap between SEND and non-SEND pupils. All SEND children and those identified as 'vulnerable' or at risk of not making at least expected progress are supported through Pupil Passports which set out targets that are reviewed weekly and which identify specific areas for development for each child. Pupil passports highlight measures that the school has in place to help children achieve their targets, which include short term intervention learning programmes and suggestions for ways in which parents can support their child at home.

The school's Learning Behaviours: Stickability, Cooperation, Curiosity, Motivation, Independence, Creativity and our Growth Mindsets approach to learning underpins all that we do at All Saints' and enables ALL of our pupils to become highly effective and successful learners.

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. As a school which participates in the Achievement for All initiative we ensure that our aim is to improve the aspirations, access and achievement of all learners with a particular focus on SEND and vulnerable pupils by embedding the key elements of the Achievement for All initiative:

1. Leadership of Achievement For All – *to ensure schools maintain a sharp focus on the aspiration, access and achievement of vulnerable pupils*
2. High quality teaching and learning – *leading to improved progress for all pupils*
3. The structured conversation with parents – *to improve parents' engagement with school and their involvement in their child's learning and achievement*
4. Wider Outcomes – *to support the participation, enjoyment and achievement of children in all elements of school life*

### ***Our Learning Behaviours:***

*Motivation Co-operation Creativity Curiosity Stickability Independence*



## Who are the best people to talk to about additional support at All Saints'?

- In the first instance your child's class teacher; they are best placed to know your child's needs

The Special Needs Co-ordinator is Ms Clare Lamb (headteacher). She can be contacted each morning and after school. Her responsibilities include:

- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Liaising with parents of pupils with special educational needs
- Liaising with the feeder school SENDCos
- Making referrals and liaising with Educational Psychologists, school nurse, speech and language therapists and other health and special educational outreach services.

The SENDCo meets regularly with SENDCos at other schools which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

## How does the school identify children who need SEND support?

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support intervention programmes.

The Code of practice identifies 4 broad categories of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/ or physical needs

These four broad areas give an overview of the range of needs that we as a school plan for. The purpose of identification is to work out what action we need to take to support each child's needs, not to fit a pupil into a category.

Our school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. We use a range of assessment measures to enable us to fully understand the needs of identified children:

- Assessments for learning; setting achievable, measurable targets and monitoring pupil's success in achieving those targets

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- Half termly assessments which are shared and tracked at Pupil Progress Meetings
- Observations by subject leaders and the SENDCo/HT where there is a concern
- Standardised assessments (phonological assessments, vocabulary assessments, early numeracy tests, Sandwell maths assessments)
- Information sharing between class teachers, teaching assistants, parents, support services and SENDCo to share concerns/ observations
- Developmental history with parents including speech and language issues
- Pupil perception activities to gain an understanding of the views of each learner, including the use of a One Page Profile
- Specialised assessments carried out by an SEN consultant

### **What types of support are available?**

At All Saints' high quality teaching, differentiated for individuals, is the first step in responding to pupils who may have SEND. Our school recognises that additional support cannot compensate for a lack of good teaching and as a result we expect quality first teaching from all teachers and adults involved with our pupils.

Teaching is carefully and regularly monitored to ensure that all of our pupils receive the highest quality education. The progress of all children is monitored through:

- lesson observations
- work scrutiny
- Pupil Progress Meetings on a half termly basis
- Pupil perceptions
- Outcomes of assessments, with a focus on progress for every child

in order to identify those at risk of underachievement.

Discussions within Pupil Progress Meetings review the effectiveness and impact of the interventions which are in place to support vulnerable pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Pupils are only identified as SEND if they do not make adequate progress even though they have participated in relevant interventions/ adjustments and good quality personalised teaching. The teacher and SENDCo consider all information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This

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information includes accurate formative and summative assessment data to track each pupil's progress from their starting points.

Children may access a range of small group interventions to support their needs and help them to achieve their targets:

- Talkboost Communication programme
- 1<sup>st</sup> class@number maths intervention
- success@arithmetic maths intervention programme
- Number Sense maths intervention
- Catch Up Literacy intervention
- Toe By Toe reading programme
- Phonological Awareness training
- One Plus One
- Power of Two
- Semantic Links
- Brain Gym/ Gym Trail

#### **How is extra support allocated?**

Support is allocated on a needs basis and depending on children's progress, which is discussed at termly Pupil Progress Meetings. Resources, including staff are reviewed and deployed as appropriate. The SEND budget is used to deploy staff, fund staff training for intervention/ support programmes and buy appropriate resources.

Suffolk County Council assessments are completed, evidence of children's needs collected and additional Higher Tariff Funding is applied for following Suffolk County Council criteria.

#### **How do we work with parents?**

The school will always tell parents when their child is receiving help for their SEND. Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupils' education.

The school guides parents towards the Local Authority, Bury Schools Partnership and school Local Offers (Regulation 53).

The school provides an annual report for parents during the summer term along a short progress and learning attitude report in the Spring term. Parents are invited into the school each half term to look at their child's work and the marking and feedback comments given by each teacher.

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The Achievement for All framework supports the school in further improving pupils' progress, parental engagement, pupil attendance and behaviour, peer relationships, participation in extra-curricular activities and access to future opportunities for pupils.

As part of this initiative the school actively involves parents in their child's learning and achievement, particularly for children with special education needs. This is achieved within a '**Structured Conversation**' which takes place with each child's teacher or SENDCo and lasts between 45 minutes and an hour. The purpose of this session is to enable parents to share their concerns and queries and for everyone to gain a clear understanding and agreement of clear targets and how they will be achieved. These Structured Conversations take place in the Autumn Term and Summer term when children are making their transitions into a new class and in preparation for transition into a new class or new school. The views of each child are gained and shared at these meetings. Outcomes from these meetings are recorded and shared with all relevant staff. A copy is given to the parents and another kept in each child's support file.

In addition to this, parents also attend the three parents evenings offered by the school to all parents

These sessions are designed to enable parents feel more confident in the provision that has been put in place to support their child's needs and to feel supported with ways in which you can contribute to their child's learning.

### **How are pupils involved in their education?**

Pupils with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in some of the decision making processes, including setting learning targets and contributing to Pupil Passports. Pupil's views will be recorded at each term and will participate in pupil perception activities on a regular basis.

All pupils identified with SEND complete a 'one page profile' which enables staff to understand how each child feels about their additional needs, things they are good at and how best they like to be supported. Pupil voice is important to all staff at All Saints' and we use this information to ensure that we support and nurture the needs and feelings of each child in order that they achieve their best.

### **What adaptations are made to support pupils with SEND?**

We monitor and assess the needs of all pupils in order to ensure that we remove all barriers to learning. The needs of all pupils are discussed and equipment purchased where necessary. The school monitors the accessibility plan to ensure that ALL children can access

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all aspects of school life. We use the advice given by medical professionals, where applicable, to the learning environment and activities that take place within it.

We ensure that the curriculum is fully inclusive and that a child's medical and/ or educational needs are fully met. Our extracurricular activities, including school clubs and school trips are fully inclusive.

### **How will we measure the progress your child has made and review provision for your child?**

We always involve children and their parents in the monitoring and review process.

Teachers discuss progress with each child and annotate Pupil Passport targets each week to review their progress against set targets. A copy of the Pupil Passport is then sent home so that parents can be part of this monitoring and review process.

If a child demonstrates consistently that they have met the target, then the target is adapted to identify the next step. At this stage the intervention may also be adapted to ensure that it matches the target and enables the child to continue to make progress. At each stage a child's progress and achievement is celebrated.

### **How are adults in school supported in their role?**

All teachers are trained to provide Quality First Teaching and to differentiate appropriately for ALL children in their class. Teachers and Teaching Assistants have participated in the Achievement For All Initiative.

Teaching Assistants who deliver evidence based interventions have attended accredited training with Edge Hill University (1stclass@number/ success@arithmetic) and I Can communication charity (Talkboost).

We have Teaching Assistant who have also been trained to deliver:

- Nurture Group sessions
- Gym/Brain Trail
- Semantic Links
- Phonics based interventions.
- Maths interventions (1stclass@number, success@arithmetic, Number Sense)
- Catch Up Literacy
- Talkboost

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## **Who are the other professionals who work with the school to support our pupils with additional needs?**

- Speech and Language Therapists
- Independent Advisory SEND Consultant
- Educational Psychologist
- County Inclusive Support Service (CISS)
- SENDAT
- Dyslexia Outreach
- Paediatricians
- GP, School Nurse and Health Visitors

## **How is All Saints' accessible to children with SEND?**

Physical: The school is on one level, with most entrances and exits with easy access. We have two disabled toilets.

Visual: All classes have interactive whiteboards, laptops to enable resources to be visual. Visual prompts and visual timetables in each class are available for all children.

Auditory: Seating arrangements are considered for children with additional needs.

Kinaesthetic: Tactile resources are readily accessible and there are spaces for outdoor learning.

## **How do we provide pastoral support?**

The emotional health and well being of every child at All Saints' is at the heart of everything that we do. We ensure that we support this with the use of:

- Nurture groups
- Circle time activities
- Class worry boxes
- Playtime buddies
- Peer mentoring from older pupils
- Pastoral support forms which are completed if there is a concern about and identified child

## **How can I tell the school if I am concerned about my child's progress or well being?**

Your first step is to talk to your child's class teacher. If you are concerned about your child's well being, the teacher who will complete a pastoral support form, which will be shared with all staff.

If you feel that additional support is needed to deal with your concern, please speak to:

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The Special educational Needs and Disability Coordinator (SENDCo) Mrs Clare Lamb  
[head@allsaintsprimary.org](mailto:head@allsaintsprimary.org)

### **How will information about my child's needs be shared on transition?**

Advanced planning for pupils on transition to their new school is essential to allow appropriate options to be considered. The SENDCo will liaise with the SENDCos of the receiving school to ensure that effective arrangements are in place to support pupils at time of transfer.

The SENDCo will arrange additional transition visits for pupils with SEND along with their parents so that they can get to know the new school environment and key staff before transfer. A meeting will also take place with our SENDCo, the SENDCo of the receiving school with parents and the pupil.

### **Where else can I find support information as a parent of a child with SEND?**

You can read our school policies on relevant issues by visiting our website:

<http://allsaintsprimary.org>

- Medical policy
- Behaviour and Discipline Policy
- Equalities policy
- Complaints Policy
- Special Educational Needs policy

Review September 2018

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